

## DAC Meeting Minutes August 12, 2003

Attendees: Joy Brower, Richard Marsden, Clinton Frohm, Julie Christofferson, Karen Chandler, Maria Peterson, David Jorgensen, Lynna Kendall, Ferron Holt, Roger Bailey, Darlene Bell, JoD'Ann Dance, April Tripp, Abby Fiat, Bob Nickelson, Diana Spencer, Jane Nelson, Doris Trujillo, Michael Hamblin, Jean Irwin, Carol Ann Goodson, and Elaine Jones.

Presenters at lunch: Paula Fowler, Sharon Sobieszczyk, Camille Graf, Jill Barnes, Gigi Arrington, Linda Smith, Peter Christie, and David Dynak.

### Next DAC Meeting

The next DAC meetings are *regional* ones facilitated by USOE and UAC. They will include the project directors of the Arts Grants. They are scheduled between Sept. 23 and Oct. 3<sup>rd</sup>. Check calendar for yours. They will all be from 9-1 PM with lunch at noon. Exact locations are forthcoming. (San Juan and Grand will be connected electronically to the one in Cedar City on Oct. 3<sup>rd</sup>.)

The next *general* DAC meeting is in Ogden on Nov. 6<sup>th</sup> at 5:30 PM.

### Assignments

Report back on committee work at Networking Conference meeting November 6.

Committee Assignments:

Students: Richard, Doris, Jean, Karen, Abby

*Next Step:* is to determine what would be the "for more information" stuff when people respond to the e-mail listed there on any of a series of newspaper articles (on what children need and an illustration of how the arts fulfill that particular need) that may also be posted on the USOE and UAC web pages.

*Objective:* is to help educators and parents remember to focus on the individual children's needs... to teach children, --- the whole child----not subjects.

Teachers: Michael, Joy, Ferron, Jo D'Ann, David, Lynna, Bob

*Next Step:* is to Design an Arts Information resources sheet at each school and present it personally to the school arts committee chair.

*Objective:* is that teachers feel they are in touch with someone who cares and have access to resources that can help.

Administrators: Julie, Xan, Mark, Darlene, April, Roger, Clint, Maria

*Next Step:* Elaine will set up a phone conference of this committee so they can a) clarify the data questions for studying trends in our arts enrollment, courses offered, aggregated within artforms; b) determine easiest process to access the data in each district, c) set the plan to move forward in motion, and d) a statement of the objective here.

### Decisions Made

The Administrative committee (see below) decided that DAC members need to get behind the Alliance so that can better serve our needs---- e.g., be informed on issues, access to important research data, connect with others who have similar issues, have input on the development of goals and design of advocacy plans, have a stronger voice and a more effective means of communicating it.

### Notes

#### I. Discussion on Public Education Issues:

- Definition of public education is being sought – definition will be used to define what core is
- Utah Alliance for Arts and Humanities Education President, Diana Spencer invited organizations representatives including DAC to a Meeting at Utah Arts Council on Aug 19 at 6:30 p.m. to inform about a) UPASS, SB154, NCLB, and Grad Req Proposal, b) a whole child advocacy initiative. Julie Christofferson is the DAC rep on the Alliance Board and Shirley Ririe is the POPS rep on it. Bob and Abby, as the presidents of the UAEA and UDEO respectively are also on the Alliance Board. The meeting is meant to be a *working* one, composed of organization reps –not a huge gathering—but all are welcome. A discussion on size of meeting – too large a group diminishes work that can be done
  - Invite membership of these organizations and the community at large at later date
  - Stay focused on whole child and whole community (remain inclusive in focus)

- Inform general public; board; legislators; there are parents who feel locked out & want to know what is going on.
- Share outcome of meeting with DAC (not good if meeting sounds clandestine – not legitimate)
- Misinformation abounds—hopefully this will serve to reduce some of that--Attempt to get out the facts (NCLB, SB 154, etc)
  - Get message out through email
  - Get info to media
- Graduation requirement
  - Frequently Asked Questions portion of document from last school board meeting is an explanation of proposal.
    - Some answers not consistent with proposal
  - No general enthusiasm for proposal
  - Room for listening to further discussion of issue – not a unanimous vote
  - Board received deluge of support of arts (500 calls)
  - No harm intended to arts
    - No connection to competency in art program in 1.5 credits
    - Comments about shifting arts to neighborhood providers – who is monitoring qualifications of neighborhood instruction?
  - Does proposal compare worth of courses against each other?
  - Don't get caught in not making case for whole child
    - Core testing and reporting only one side of child
    - Find a way to measure and report education both sides
    - Report by use of portfolio
    - Implement the life skills booklet already approved
  - Movement of State Board and Legislative deadlines part of problem
    - In view of changing deadline – get to those town meetings
  - College bound readiness through graduation requirements
    - Mismatch of college bound HS training and college level expectations
    - Large number go on missions – subjects like math sit on back burner. Remedial college courses have value.
    - Math is now the gatekeeper at college level

## II. Committee Work:

- Next steps from Daniels Summit minutes used to continue discussion
  - **Students**
    - Quote by Abby to become guiding principal for directing efforts
    - Clarify what student needs vs. what teacher needs to fulfill needs of students
    - Literature needed about how children develop (Howard Gardner)
    - Discussion on student learning styles
    - Learning style by profession chart requested of Jean
    - Recognize student's different learning styles – snap shot of different learner
    - Who is target audience
      - Give quick & easily read one page document with reference to research on learning
      - Give action research information to parents who give value to research
    - Ask to become part of reading & math conferences as a presenter to teach art and correlate with reading & math
    - Student needs
      - Opportunity to learn in multiple ways
      - Opportunity to take risks in an emotionally safe environment
      - Opportunity to reflect on what they are learning (self assess)
      - Opportunity to explore courses
      - Opportunity to rise to excellence
      - Opportunity to find joy in learning (self actualization)
  - **Teachers**
    - Arts facilitator

- Channel information to someone who cares
  - Generic list to show lines of information
  - Arts information distributor
    - Email of question to 500 teachers gave 380 responses
- Generate a new teacher orientation flowchart (help teachers thrive & survive)
  - List of resources – state and local
  - Websites
  - Professional groups
  - Calendars
  - POPS rosters (Infinity, activities)
- List of interventions
  - Inservice
  - Opportunities to grow
- Build a district/state network
  - Arts specialist in each school
  - Make personal contact
  - Be a joy giver
- **Administrators**
  - Enhance 4 c's discussed at Daniels Summit
    - To enhance communication between arts community and school administrators (cliff notes – alerts)
    - To enhance connections between arts community, among DAC representatives, principals, teachers and students
    - To enhance cooperation between above stakeholders and the arts community itself
    - To enhance commitment
  - Strengthen progress being made
  - Alliance support by administrators (rejuvenate Alliance)
  - Have picture of state of arts through data collection
    - Identify trends in the arts
    - Share trends with educational leaders, parents, stakeholders
    - Percent of student population enrolled in fine arts by artform
    - Number of students taking courses beyond 1.5 required credits
    - Course listing of fine arts courses offered by districts
    - Data can be gathered through help from district technology person
    - Students fall through the cracks if we aren't watching
  - “Keeping the Promise” compiled information requested by committee. It can show past offerings and attitudes
  - Maybe have a college student take this on as a project.
  - Scholarships earned through arts classes to be put on back burner
  - Should parents be asked: “Do you fund your child's arts education?” Group decided asking this question could work against having arts in school

### III. Calendaring:

- DAC Calendar reviewed
  - Central South rep desired to be grouped with Central region (distance to meeting is less)
  - DAC Retreat wanted instead of May general meeting. Tentative date: June 28-30, location TBA
- Association calendar
  - UAEA Conference has been moved to March 5-6
  - Fall UDEO conference in conjunction with Fall Arts Networking Conference
  - Spring UDEO Conference is Mar 6 at UVSC
  - High School Dance Festival – March 26 at UVSC
  - PTA Conference – May \_\_\_\_
  - Living Traditions Festival May 20 (?)

#### IV. Networking:

- Color copy of flyer and registration is for DAC rep
- Black & white copy of flyer and registration is a master for distributing paper copies
- Be sure to register early. DAC members were unable to get desired sessions last time due to team discount
- Team discount explained: principal & up to 4 teachers (max 5 people) for \$125 in large schools, in schools with fewer than 7 teachers – principal and up to 2 teachers (max 3 people) for \$75.
- Attend Music Core session to receive Music Songbook just created through USOE

#### V. Dance/PE:

- Dual PE/Dance credit discussion
- Districts asked if Dance could count for PE in their districts. Several districts do not allow practice
- Dual PE/Dance credit acceptable to USOE Curriculum Director
- Specific PE course required for credit